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A Comparative Study of Four Recent U. S. History Textbooks For The Secondary Schools

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A COMPARATIVE STUDY OF FOUR RECENT U. S. HISTORY
TEXTBOOKS FOR THE SECONDARY SCHOOLS

being

A thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College
in partial fulfillment of the
requirements for the
Degree of Master
of Science

by

Fred P. Unruh, A. B.

Fort Hays Kansas State College

Date July 29, 1947

Approved Raymond L. Wetty
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Chairman Graduate Council

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author

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The objectives of the various courses offered in the sociology schools of America. The nature of sociology history is an attempt to show. As a subject, it is anyone who examines any of the general sociology magazines will find that American history, along with the allied social studies, is receiving more attention, in regard to objectives, than most of the other subjects.

Objectives of American History Courses

The introductory question here is: "What should a course in American history or social studies in the student in the secondary schools of our country?" To answer this question the author would like to quote a few recent articles which have given attention to this subject.

Louis A. Todd, of State Teachers' College, New Haven, Conn., gives the following answer to the question.

It seems probable that as modernizing states through the social studies will become richer in

A COMPARATIVE STUDY OF FOUR RECENT U.S. HISTORY TEXTBOOKS FOR THE SECONDARY SCHOOLS

PART ONE

INTRODUCTION

In recent years many articles have appeared in educational and professional magazines and books concerning the objectives of the various courses offered in the secondary schools of America. The course of American history is no exception to this. As a matter of fact, anyone who examines any of the general current educational magazines will find that American history, along with the allied social studies, is receiving more attention, in regard to objectives, than most of the other courses.

Objectives of American History Courses

The introductory question then is: "What should a course in American history or social studies do for a student in the secondary schools of our country?" To answer this question the author would like to quote a few recent writers who have given attention to this subject.

Louis A. Tohill of State Teachers' College, Aberdeen, South Dakota, gives the following answer to our question.

It seems probable that an understanding gained through the social studies will become evident in

- a. an appreciation of the past, of the customs that by long usage have become a part of our social life, of the gains made through the experience of the ages, and of the contributions of the past in shaping our present institutions;
- b. proper attitudes toward social agencies; such as, the government, the school, and the church. It should aid in moulding public opinion in regard to these agencies, in setting up standards of achievement for them, in supporting them, in criticizing and advocating changes when they are needed;
- c. a desire to know the truth. This desire will display itself in the use of facts in forming judgments, in the forming of dissatisfaction with a single cause, and in historical-mindedness. In another form this desire for the truth will manifest itself in research, investigation, observation, and in systematic study.¹

Charles E. Perry of Manchester High School Central, Manchester, New Hampshire, writing in the Historical Outlook has this to say: "Every high school student enrolled in American history is a potential citizen and voter." And then he gives the following objectives for a course in American history - qualities of a good citizen: (1) an understanding of our social and political institutions, (2) patriotism, (3) judgment, (4) interest in civic affairs, and (5) use of books.²

1. Louis A. Tohill, "Method in the Teaching of the Social Studies," Historical Outlook, XXII (January, 1931), pp. 22-23.

2. Charles E. Perry, "Suggestions for Improving the Teaching of History in the High Schools," Historical Outlook, XXII (May, 1931), p. 226.

As has been said, many answers have been given to the question of what a course in American history should do for the student in the secondary schools of America, and the author could quote many more authorities, yet they would be largely repetitious. Hence, the author will quote only one more writer and then go into an analysis of these objectives and relate them to the study at hand.

Charles A. Beard, in his book, A Charter For The Social Sciences In The Schools, has this to say in regard to our question:

So far as the individual is concerned, perhaps all may be summarized under the head of developing latent powers. Our fundamental purpose here is the creation of rich, many-sided personalities, equipped with practical knowledge and inspired by ideals so that they can make their way and fulfill their mission in a changing society which is part of the world complex.³

The above outlined objectives are broad, and one could say that they should not all be peculiar to American history alone but should rather be proper objectives for any course offered in the secondary schools of America. Yet, one must bear in mind that American history is in itself a broad subject and certainly could do well to carry out the foregoing objectives. It is, of course apparent

3. Charles A. Beard, A Charter For The Social Sciences In The Schools (New York: Charles Scribner's Sons, 1932), pp. 96,97.

that the order is a large one - one that will tax all of the ingenuity of the instructor and the writers of American history textbooks.

Purpose of this Study

Mere presentation of historical facts in the textbooks or as explained by the instructor in his limited class time certainly is not enough for the complete realization of the above objectives. In the first place it is now the opinion that one third of the students in the high schools of our country are incapable of comprehending straight reading matter.⁴

Then too, one must bear in mind that the history of our country, since the first English settlements, now covers a period of over three hundred and forty years. Enough transpired during each of these three hundred and forty years to provide ample material for a volume of history. Yet all of this history is embraced within the narrow confines of textbooks that seldom contain more than a thousand pages, and the classes are compelled to cover it in a little less than two hundred class hours.

The average senior high school student is too young to willfully digest long reading matter. Hence, textbook

4. G. H. Henry, "Can Your Child Really Read?", Harpers Magazine, CXCI (January, 1946), p. 73.

study aides and suggestions are essential for the greater assimilation and appreciation of historical facts on the part of senior high school students. That then brings the reader to the purpose of this study. It is the purpose of the author to compare qualitatively, quantitatively, and structurally four recent American history textbooks of the senior high school level with reference to their study aides and suggestions.

Related Research Studies

Before continuing with the presentation of this study the author wishes to cite two related research studies which he has found helpful and which the interested reader may wish to contact. Myrtle E. Jensen in 1931 prepared a master's thesis under the title of An Analysis Of Objectives Of Teaching History at the University of Wisconsin. In it she quoted many outstanding educators in regard to their ideas of what the objectives of a course in American history should strive to do. It also contains the results of questionnaires sent out to numerous high school teachers of history in which she asked them what they deemed to be the most important objectives of a course in history.⁵

Leo R. Ryan in 1931 submitted to the College of the City of New York a master's thesis under the title of An

5. Myrtle E. Jensen, An Analysis of Objectives of Teaching History, Master's Thesis, University of Wisconsin, 1931.

Analysis Of Four High School Textbooks In American History For Use In The High Schools. Although much of his work is devoted to such things as the relative emphasis placed on various periods of history, and topics, he also included some data that is similar to that treated in this study. For example, he found that among the texts he studied more space was given to maps than to any other type of illustrative material. Also he found that among teacher aides the texts devoted more space to topics and studies for special reports than anything else.⁶

Another related research study was made by Nettie J. McKinnon and William H. Burton.⁷ Their work is a result of eighteen weeks of experiment carried on in the Oak Avenue School, LaGrange, Illinois. They attempted to evaluate the effects of detailed instruction in four study activities in history, "namely, (1) comparison, (2) identifying and expressing cause-and-effect relationships, (3) outlining, and (4) selecting and organizing subject matter." In each instance a control group was compared, by means of

6. Leo R. Ryan, An Analysis Of Four High School Textbooks In American History For The Purpose Of Evaluating Them For Use In The High Schools, Master's Thesis, College of the City of New York, 1931.

7. Nettie J. McKinnon and William H. Burton, "An Evaluation Of Certain Study Procedures In History," The Elementary School Journal, XL (January, 1940), pp. 371-379.

general achievement end of period tests, with a group which had been undergoing instruction under one of the above mentioned methods. The control group used the same text, but their instruction was held to the regular typical class study and recitation plan. The conclusions of this study were:

(1) Definite detailed instruction in the designated techniques of study in history definitely improved the pupil's ability to use those techniques, as well as their ability to use the subprocesses.

(2) In the case of factors and subprocesses which are mechanical in nature, the effect of corrective exercises appears earlier and mastery is more complete than in the case of factors which involve thought content.

(3) Instruction in three of the study techniques, namely, sensing cause-and-effect relationships, outlining, and selecting and organizing materials, had a beneficial effect on ability to make comparison. The first three focus attention on subprocesses which are important in comparison.

(4) Ability to outline varies in proportion to the number and the kinds of mechanical aids which are supplied by the material, namely, paragraph and topical heads, marginal comments, table of contents, etc.

(5) Mechanics of outlining can approach mastery with children of eighth-grade level.

(6) Increased ability in outlining in history contributes to increased ability in other subjects.

(7) Selection and organization of material on a given problem presents greater difficulty. . . than does the objective representation of an author's thought relationships, as, for instance, in outlining.

(8) The trial-and-error method of procedure in the various types of mental activity required in study procedures is wasteful of the pupil's time.

(9) Exercises requiring an evaluation of material, such as discrimination between major and minor points, offer difficulty to eighth-grade pupils.

(10) The number of errors in a given exercise varies directly in proportion to the length and the complexity of the exercise.

The author has selected four secondary history

textbooks for comparison in this study. They are:

1. Hinch, Fremont R., *The Development of American History*, American Book Company, 1947, 700 pp.

2. Hinch, David R., *A History of the United States*, Houghton Mifflin Company, 1945, 700 pp.

3. Hinch, David R., *A History of the United States*, Houghton Mifflin Company, 1945, 700 pp.

4. Hinch, David R., *A History of the United States*, Houghton Mifflin Company, 1945, 700 pp.

These four texts were selected by the author

for this study because all of them are secondary

history texts and are used in the secondary

schools of this country.

Review of the Use of the Texts

To ascertain the value of the texts

the author wrote to representatives of the

publishers, and in the last report, directly to the

author for a list of errors that were the most

common. Some of these errors were given

below, but all of them were back

PART TWO

THE DATA AND ITS TREATMENT

Texts Used

The author has selected four American History textbooks for comparison in this study. They are:

1. Wirth, Fremont P., The Development Of America. (Boston: American Book Company, 1945). 796pp.
2. Muzzey, David S., A History Of Our Country. (Boston: Ginn and Company, 1945). 906pp.
3. Canfield, Leon H., H. S. Wilder, F. L. Paxson, E. M. Coulter, and N. P. Mead, The United States In The Making. (Boston: Houghton Mifflin Company, 1946). 892pp.
4. Faulkner, H. U., Tyler Kepner, and Hall Bartlett, The American Way Of Life. (New York: Harper & Brothers, 1945). 739pp.

These four texts were selected by the author for this study because all of them are comparatively recent editions and all of them are enjoying wide popularity in the secondary schools of this country.

Extent of the Use of the Texts

To ascertain the extent of the use of these books the author wrote to representatives of the respective publishers, and in the last resort, directly to the publishers, asking for a list of schools that used the text published by them. None of them could give up-to-date or complete lists, but all of them sent back representative lists, that

will give an indication of the extent of the use of their respective texts.

Not all of the states at the present time use state adopted textbooks. Hence, it will be found that some of these books are used in the same states, and at times even in the same cities. The list that the American Book Company sent to the author in regards to the use of the textbook published by them, Wirth's The Development Of America, will be found on page 49 in the appendix.

Ginn and Company also sent a list as "a few among the thousands" of schools that were using their textbooks, David S. Muzzey's A History Of Our Country, during the 1945-46 school year. A copy of this list appears on page 51 in the appendix.

In a personal letter, dated July 18, 1946, from Mr. Sam Long of Dallas, Texas, the author received the following information in regards to the extent of the use of Faulkner, Kepner, and Bartlett's text, The American Way Of Life:

THE AMERICAN WAY OF LIFE is state adopted only in the State of Kansas. In studying the use of textbooks it is interesting to observe the selling policies of companies and the results of those policies. In the case of THE AMERICAN WAY OF LIFE two of us on the sales force of Harpers & Brothers are the only ones that in any way, contact state adoption boards. Competing books might have as many as fifteen or twenty people in the same states where only two of us work. Obviously, more adoptions could come as a result of that aggressive activity. The final test many times of the ability of a book to stand up in vigorous competition is

the open city adoption. In that respect, THE AMERICAN WAY OF LIFE has many of the schools in the nation. Especially such schools as Long Beach, California, Grosse Point, Michigan, and Winnetka. I could go on and list towns as far west as Honolulu, Hawaii.

The author wrote to a representative of the Houghton Mifflin Company requesting information in regards to the extent of the use of the text published by them, Canfield, Wilder, Paxson, Coulter, and Mead's The United States In The Making. The list that they sent will be found on page 53 in the appendix.

General Nature of the Texts

A table has been prepared to point out the general similarity of these four textbooks in regard to total length, unit divisions and length, and historical approach. This table will be found on page 56 in the appendix. To simplify the table the textbooks are listed in A,B,C, and D order as follows:

TEXT A - Wirth's The Development Of America

B - Muzzey's A History Of Our Country

C - Canfield, Wilder, Paxson, Coulter, and Mead's The United States In The Making

D - Faulkner, Kepner, and Bartlett's The American Way Of Life.

A study of Table 3 will indicate to the reader that Texts A,B, and C have more similarity to each other than does Text D. The first three still basically approach the subject from a chronological point of view. Of course there

are differences in regard to emphasis and balance on the different periods and units of study. The third text, Faulkner, Kepner, and Bartlett's Our American Way Of Life, approaches the subject in a different manner. It gives itself over to the treatment of the different unit subjects as entities in themselves. Here the instructor has the task of tying the various units together if he desires to keep before his students the proper related sequence in the complete story of the history of our country. All four of the texts, however, have basically the same avowed purpose set forth in their introductions or prefaces.

Fremont P. Wirth in the preface to his text, The Development Of America, makes this point:

The main emphasis (in his text) is placed on the social, economic, and political developments which have dominated our entire history. Only such military campaigns as are necessary to give a balanced and accurate account of our history have been included. While the earlier phases of our history have not been omitted, greater emphasis is placed on the recent period. . . . In such a textbook considerable space must be given to functional units which not only give the student an intelligent understanding of our cultural background but also help him to analyze, evaluate, and understand our present-day social, economic, and political problems.¹

David S. Muzzey in the introduction to his text, A

1. Fremont P. Wirth, The Development Of America (Boston: American Book Company, 1945), p.v.

History Of Our Country, says:

Simply to collect and memorize events of the past is of no more use than to preserve old almanacs. We must try to discover how these events help us to understand the world in which we are living today. The past as a succession of events is gone forever - the past of yesterday as well as the past of Julius Ceasar's time. But the past as the story of a nation's growth lives on in the present. So I shall ask you to think of each of the following units, or topics of study, as a chapter in the biography (or life story) of our country.² . . We shall use the past to explain the present.

Canfield, Wilder, Paxson, Coulter, and Mead in the preface to their textbook, The United States In The Making, give as their aim:-

. . . to give the pupil as complete an understanding as possible of the problems which have confronted and which still confront this country, and thus to contribute to his training as a future voter. It is the belief of its authors that at the end of the high school course the prospective voter should have reviewed the experience of his country as deeply as his understanding permits and as broadly as the curriculum allows.³

And finally in the preface to the fourth textbook under study, Faulkner, Kepner, and Bartlett's Our American Way Of Life, we find the following purposes set forth:

Preparation for college is no longer its (today's American high school) major function. Rather, it

2. David S. Muzzey, A History Of Our Country (Boston: Ginn and Company, 1945), p. vi.

3. Canfield, Wilder, Paxson, Coulter, and Mead, The United States In The Making (Boston: Houghton Mifflin Company, 1946), p. iii.

serves the life needs of an increasingly large proportion of American boys and girls, fitting more of them for active citizenship and relatively fewer for continued academic education. This book, accordingly, has been designed to serve the greatest good for the greatest number.⁴

In summary then we can say that each of the four authors of the textbooks under comparison wishes basically to attain the same purposes through the use of his text. That is to have the course in which his or their text is used make the students more useful and better informed citizens.

All of the texts under comparison, except Faulkner, Kepner, and Bartlett's Our American Way Of Life, have previews to each unit of study which serve to outline the objectives of the unit for the student. Wirth's previews are written in regular sized type. Muzzey has his presented in italicized print. And Canfield, Wilder, Paxson, Coulter, and Mead's previews appear in undersized print.

The text which does not have a written preview to its units of study, Faulkner, Kepner, and Bartlett's Our American Way Of Life, has a title page at the beginning of each unit on which is given the title of the unit and a list of the chapters included in the unit. On the reverse

4. Faulkner, Kepner, and Bartlett, The American Way Of Life (New York: Harper & Brothers, 1945), p. xv.

side of this unit title page is a large two-tone picture which is representative of the data to be found in the unit to follow. For example, Unit II, which is entitled "Americans Choose A Democratic Government" has on the reverse side of the unit title page two pictures showing Americans voting, and superimposed over these two pictures is a photograph of the first part of the Constitution of the United States. This is a feature which the other three textbooks do not have. Another feature which this text has that the other texts do not have is a chapter preview. Here each chapter is headed by a small section in heavy small print which prepares the students for the data given in the chapter to follow.

Two Types of Study Aides

There are two main types of problems or study aides and suggestions found in all of the textbooks under comparison. The first type is given the title of "General classroom problems." In the treatment of this type will be included all of the problems and projects that can be carried on and engaged in by the entire class as a unit. The second type has been given the title "Individual and special pupil group problems." Under this section, as the title implies, will be treated those problems and projects which are best suited to individual or small pupil group activity.

Names and titles were given to the various types of questions and problems found under the two above large types. The author is indebted to Harold Meeker for the definition and terminology of six of the seven types of questions found under the classification of "General classroom problems." He gave in his work six types of questions which were as follows:

1. Decision for and against, with reasons, e.g., "Do you think the Cubans were justified in revolting from Spain?"
2. Cause and effect, e.g., "What caused the United States to declare war on Germany?"
3. Sense of evidence, e.g., "What evidence do you find that the United States believed in settling disputes by arbitration rather than by war?"
4. Definition, e. g., "Define socialism."
5. Specific comparison, e.g., "Compare an award by arbitration and an award by a court."
6. Illustration, e.g., "Illustrate what is meant by arbitration."⁵

The second main type of problems or study aides and suggestions, "Individual and special pupil group problems," has been divided into seven parts. They are: (1) Map studies, (2) Graph and table studies, (3) Debates, (4) Character projection and imaginative writing, (5) Outlining, (6) Oral reports, and (7) Additional reading lists.

In the treatment of each of these types there is

5. Harold Meeker, An Experiment In Teaching Pupils How To Answer Questions, Master's Thesis, University Of Chicago, 1926.

given illustrations from the various texts, the number found in each of the texts, and, when available, related research studies.

General Classroom Problems

Listing of Information Problems

The first type of study device found under the group of "General classroom problems" is one which the author has given the title of "Listing Text Information." This type of question does not require a great deal of thought on the part of the student. Rather, it involves only reference back to certain parts of the text where the exact answer can be found.

Wirth's text contains a total of 373 of these questions. At the end of each chapter there is a section in the study aides entitled "Questions on the Text." Not all of the questions given in this section fall into the "listing" category. As a matter of fact, many of the questions are made up of several parts, and hence one question may have several different categories. One illustration will be given to point out what is meant by this type of question. On page 198, problem 8, is found the following problem: "State the different ways by which amendments to the Constitution may be proposed and ratified." The answer to this, of course, can be found out-

right in the reading material of the preceding chapter.

Muzzey in his text uses 585 of the "listing" type of questions. He gives the bulk of his at the end of each chapter under the heading of "Questions Suggested By The Chapter." The author observed that most of the questions used in this text are comparatively short and very seldom are made up of more than one part. An example of this can be found on page 130, problem 5, which is as follows:

"What British statesmen were favorable to the American cause?"

Canfield, Wilder, Paxson, Coulter, and Mead in their text used 297 questions of the type under consideration. Although most of these are found at the end of each chapter under a section entitled "Suggestions for Class Discussion", we also find that the authors place from two to five of them at the beginning of each chapter which will serve as a study guide to the student the first time he reads the chapter. For example preceding Chapter II, which deals with the articles of Confederation, the following guide or advance questions are given:

1. How did the Revolution affect American life?
2. What frame of government did the Articles of Confederation establish?
3. Why were Americans dissatisfied with the new government?
4. How did foreign countries view the new republic in America?

5. What provisions did the Congress make for the Northwest Territory?⁶

None of the other three texts employ this location device. Washburne studied the value of this type of advance questions and found that it definitely benefits the students in the matter of retaining salient points in the material which they read.⁷

Faulkner, Kepner, and Bartlett in their text use 216 of the straight listing type of questions. The majority of these questions appear at the end of their chapters under a section entitled "Information Please." The exercises on the first four chapters give specific page references where the answers to the questions can be found. The rest of the exercises, however, do not have this aid.

Decision For and Against Problems

The second type of question under the "General classroom problems" type is given the title of "Decision For and Against, With Reasons." To answer this type of question the student must first read the material in the text and then interpret it. This is in line with the prescribed

6. Canfield, and others, The United States In The Making, p. 153.

7. John N. Washburne, "The Use of Questions in Social Science Material," Journal of Educational Research, XX (November, 1929), pp. 321-359.

objectives of a course in American history, and if the discussion of this type of question is conducted correctly by the instructor much good can be derived from its use. Unfortunately, the author found that the four texts under consideration made slight use of this type of question.

Wirth's text had a total of seven of this type. A good example of this type of question is found on page 221, problem 7, which reads as follows: What precedent did Washington establish by refusing a third term? Do you think this was a good precedent? Why?"

The author was able to find but four of this type of question in Muzzey's text. On page 108, problem 5, we find the following example: "Do you think the French had a better claim to the Ohio Valley than the English? If so why?"

Canfield, Wilder, Paxson, Coulter, and Mead's text had more of this type of question than any of the other three texts under study. The author here found a total of 112. On page 263, problem 7, is found the following example: "Do you think the Monroe Doctrine can be followed today in exactly the same fashion that it was a hundred years ago? Why or why not?"

In Faulkner, Kepner, and Bartlett's text the author found a total of eleven questions which could be labeled questions that call for decisions on the part of the student. Though the total number here was small, those given,

were well framed. Especially good, to the author's mind, was one found on page 591, problem "e", which read as follows: "In general, do you feel that the Versailles Treaty of 1919 was a success or a failure? Give reasons for your answer."

Cause and Effect Problems

The third type of question which can be used for general classroom discussion has been given the title "Cause and Effect." Here again the student is asked to give the causes leading up to an event and then to dwell on the effect these causing factors had on the event. Although the texts usually give these causes, it does involve a certain degree of assimilative thought on the part of the student to arrive at a good answer.

The author was able to find a total of 22 of this type of question in Wirth's text. On page 42, under the section entitled "Questions on the Text" we find in problem 8 the following example: "What were the causes of friction between England and Spain that came to a climax in the defeat of the Armada? In what way did the English victory at this time influence American history?"

Muzzey in his text is even more sparing in the use of this type of question than is Wirth. Here the author was able to find only four questions that could fall into this category. However, those few that were given were

well framed. Problem 20 on page 807 is a good example. It reads as follows: "What were the causes of friction between the United States and Mexico in the Coolidge administration?"

Canfield, Wilder, Paxson, Coulter, and Mead used 23 questions that could be termed "Cause and Effect" problems. On page 291, problem 2, is found the following example: "Why did the panic of 1837 occur?" This particular question is an advance question to Chapter 21 which is entitled "The Opponents of Jackson Win A Hollow Victory."

In Faulkner, Kepner, and Bartlett's text the author was able to find 22 cause and effect questions. A good example here, to the author's mind, is problem "h" on page 227. It reads as follows: "How did the Hepburn Act and the Transportation Act of 1920 strengthen the Interstate Commerce Act?"

Sense of Evidence Problems

The Sense of Evidence problem is another good learning device. Here a supposed truth is usually presented or hinted at and then the student is asked to support the existence of that truth with historical evidence. Many broad statements are made concerning the history of our nation which are entirely untrue. For example, Fourth of July orators still often tell us that this country has never

been involved in any kind of imperialism. The proper use of the type of question under consideration would help to combat the credulous belief of such broad statements. It will be recalled that one of Louis A. Tohill's objectives for a course in social studies (page 1) is a "desire to know the truth." Unfortunately, the author found that here again the four texts under comparison made small use of this type of question.

In Wirth's text the author found 13 questions that could be placed in this category. An example can be found on page 122, section II, problem 2. It reads as follows: "'Religion and the desire for gain went hand in hand in developing the French power in America.'" Can you cite other instances in history where the same thing has happened?"

The author in investigating the study aides in Muzzey's text found but eight questions which could be classified as "Sense of Evidence" problems. To find an example in this text the reader can turn to page 451, problem 9, under the section entitled "Questions Suggested By The Chapter." It reads as follows: "How do you account for the rapid recovery of white rule in the South?"

Canfield, Wilder, Paxson, Coulter, and Mead in their text make use of this type of question 28 times. An example in this text can be found on page 263, problem 2, which reads: "What evidence can you cite that the Republican

Party had discarded some of its primary principles in the twenty years following Jefferson's first election? Why did it do so?"

In studying the study aides of Faulkner, Kepner, and Bartlett's text the author found that they use the "Sense of Evidence" type of question a total of fifty times. This, of course, is more than the other three texts combined. An example from this text can be found on page 334, problem "c", in the "Information Please" section. It reads as follows: "Since the earlier 1900's Negroes have been migrating in large numbers to our cities. What reasons can you suggest for this movement?"

Definitions and Identification Exercises

To understand and appreciate the history of our country it is of course necessary that the student understand the meaning and significance of political, economic, and social terms. The author found that all but one, Canfield, Wilder, Paxson, Coulter, and Mead, of the four texts under study had word lists at the close of each chapter.

Wirth in his text has two sections devoted to this in the study aid sections of his text. He gives them the titles of "Vocabulary Drill, Pronunciation, and Spelling" and "Identifications." Here are included proper names of historical characters and places, historical terms, and

dates that have relative significance to the chapter under study. In tabulating all of these the author found that there was a total of 1220 given in this text.

Muzzey also devotes an entire section to definitions and identifications in his end of chapter study aides. This section is entitled "Terms To Be Mastered", and, as the title suggests, this includes only terms. Each chapter suggests from nine to sixteen of these terms. The author found a total of 80 in this text.

Canfield, Wilder, Paxson, Coulter, and Mead in their text, as has been stated, do not have a separate section that deals with significant terms, names, places, and dates. In studying and analyzing all of the questions and study aides in this text the author found only seven questions which asked for definitions or identifications.

Faulkner, Kepner, and Bartlett again devote an entire section of their end of chapter study aides and suggestions to definition and identifications. The title of this section is "Can You Speak The Language Of History?" Most emphasis is placed here on actual terms. This text places very little stress on historical dates. A total of 409 such exercises were found in this text.

Comparison and Contrast Problems

One of the values to be derived from studying history is that, even though history does not exactly repeat

itself, we can to a measure judge what in all probabilities will happen by what has happened under similar circumstances in the past. In other words comparing and contrasting gives us additional insight into the relative merits and disadvantages of the two things being compared. Thus the value of questions which call for specific comparisons and contrast is readily apparent to the reader. All of the texts under comparison have employed the use of this type of learning device.

Wirth's text calls for 126 of these comparisons and contrasts. In this text is found an entire section at the end of each chapter under the title of "Comparisons and Contrasts." Page 72, problem 1 will serve as an example. It reads as follows: "Contrast indentured servitude with slavery and serfdom."

The author found a total of 39 exercises calling for comparisons and contrasts in Muzzey's text. Here there is no separate section. Rather, they are found in the general section of "Questions Suggested By The Chapter." A good example is found on page 107, problem 9, which reads as follows: "How did the education of girls in colonial times differ from their education today?"

Canfield, Wilder, Paxson, Coulter, and Mead's text contained 56 comparison and contrast exercises. An example in this text can be found on page 403, problem 4 which reads as follows: "Why were not Crittenden's attempts at

compromise as successful as Clay's in 1833 and 1850?"

In Faulkner, Kepner, and Bartlett's text the author found 22 of these comparison and contrast problems. Under the section entitled "We Learn By Doing", page 429, problem 3 the following example is found: "If your state has the Merit System for state employees, write to your Civil Service Commission for a pamphlet explaining the system. Compare the provisions of the state law with the provisions of the federal law as given in this chapter."

Illustration Problems - Written, Oral, and Pictorial

This type of problem is very similar to that of defining terms. However, the object here is a little more than mere definition or identification. Here an attempt is made to have the student illustrate what is meant by a term or truism. He can do this either by writing, speaking or by drawing a cartoon. It indicates full understanding on the part of the student.

Wirth has a total of 12 of this type of problems. On page 463, section III, problem 3, is found the following example: ". . . Interpret the oft-repeated statement that the resumption of strikes indicates a return to prosperity." Or another illustration can be found at the end of chapter 24, which treats the subject of Nationalism, page 269, section II, problem 2. It reads: "Draw a cartoon representing

the friendship between the agricultural West and the industrial East."

Muzzey's text contains a total of 43 of this type of problem. His are framed in a manner very similar to those of Wirth. Both written and pictorial illustrations are called for here.

Canfield, Wilder, Paxson, Coulter, and Mead's text contained 43 such exercises. Here again both written and pictorial illustrations are suggested. On page 696, problem 2 is found the following example: "Roosevelt summed up his policy toward other republics in the Western Hemisphere in this phrase: 'Speak softly and carry a big stick.' What did he mean?" Another example can be found on page 528, problem 4 which reads: "Draw a series of cartoons to illustrate the activities of the following men toward big business: Theodore Roosevelt, Woodrow Wilson, Warren G. Harding, Herbert Hoover, and Franklin D. Roosevelt."

In Faulkner, Kepner, and Bartlett's text the author found 39 problems which called for illustrations. Here again is found suggestions for written, oral, and pictorial exercises.

A summary table follows which will numerically show the amount of space given to the seven types of problems which can be used in general classroom work.

TABLE I

NUMERICAL SUMMARY OF GENERAL CLASSROOM
PROBLEMS

TYPE OF QUESTIONS OR PROBLEMS	Wirth	Muzzey	Canfield, Wildor, Paxson, Coulter, & Mead	Faulkner, Kepner, & Bartlett
Listing of information	373	585	297	216
Decision for and against	7	4	112	11
Cause-and-effect	22	4	23	22
Sense of evidence	13	8	28	50
Definitions and Identifications	1220	80	7	409
Comparisons and contrasts	126	39	56	22
Illustrations	12	43	43	39

Individual and Special Pupil Group Problems

Map Exercises

The first type of study device found under the group of "Individual and special pupil group problems" is that of map exercises.

Since history is usually considered to be the story of a people within certain geographical limits, it naturally follows that if a student is to completely understand the subject he should have a clear conception of the geographical setting of events as well as the social, political, and economic factors connected with the event. Many points can be emphasized or clarified by reference to maps. Unfortunately, many students in the senior high schools of our country do not have a great deal of skill as far as map reading is concerned. This problem has been treated in a study by Wrightstone.⁸ He found that map reading was more difficult than the reading of tables and graphs. Unfortunate also is the fact that many high schools do not have sufficient funds to stock their history classrooms with an ample supply of maps. Hence, it naturally follows that if the students are to be supplied with maps, the text-

8. J. Wayne Wrightstone, "Growth In Reading Maps And Locating Items In Reference Books," The School Review, XLVII (December, 1939), pp. 759-766.

books will have to contain them. Also suggested map exercises in the textbooks will be of great aid. All of the texts under comparison suggested map studies.

Wirth's text contained a total of 52 map exercises. These appear at the end of practically every chapter under a separate section entitled "Map Study." An illustration of a map exercise in Wirth's text is found on page 311, problem 3, which reads as follows: "Prepare an outline map of the United States containing all state boundaries. Place the dates of admission to the Union in states admitted before 1825."

Muzzey, in his text, suggested fewer map exercises than was found in any of the other three texts. Here the writer was able to find only four instances where map work was called for. One example is found on page 32, problem 10, which reads as follows: "Show on a map the voyages of Columbus, Vespucci, and Magellan."

Canfield, Wilder, Paxson, Coulter, and Mead in their text used a total of 19 map exercises. These exercises call upon the student to do most of his work on blank outline maps.

Faulkner, Kepner, and Bartlett in their text employed 45 map exercises. Most of the map exercises found in this text ask the student to go to other sources than the text to gain information. For example on page 451, prob-

lem 3, is found the following:

On an outline map of the United States, prepare a 'Map of the Presidents.' By using a color scheme, such as red for a state having one President, blue for a state having two, etc., show the states that have placed one or more men in the Presidency. Before coloring the states, print the names of the Presidents in the states in which they were born. For information, see the World Almanac.

Tables, Graphs, and Charts

It is becoming ever more important that the voters of this country understand how to read tables, graphs, and charts. A glance at almost any large-sized daily newspaper or periodical will disclose numerous tables, graphs, or charts showing price, debt, farm, industry and many other trends. It is essential then that the students in the high schools of our country be taught how to prepare and interpret these media of information. The writer found that all of the textbooks under comparison, with the exception of one, Muzzey's, had suggested exercises that involved drawing up tables, graphs or charts.

Wirth's text contained a total of 44 such exercises. An example in this text is found on page 243, section III, which reads as follows: "Draw a graph representing the size of the original thirteen states, of the United States in 1800, and the United States after the Louisiana Purchase."

Canfield, Wilder, Paxson, Coulter, and Mead's text contained 51 such exercises. This text suggested to the students the idea of a time chart which would fix in their minds the proper sequence of events. The first suggestion of this problem is found in the study aides following Chapter II on page 33, problem 2. It reads as follows:

Begin a time chart for the English colonies. On a large sheet of paper, draw a horizontal line at the top. Place the date 1600 at the left end of this line and 1770 at the right end; then divide the line evenly into intervals of ten years. Provide for thirteen horizontal spaces. Write the name 'Virginia' in the first space and fill in the chief events in its settlement and development in the appropriate time intervals. Allow enough space so that the material will not be crowded and plan to continue this chart after you finish the next chapter.

The students are asked to continue this time chart from time to time in the study aides sections of the remainder of the text. There are also other types of tables and graphs suggested in this text.

Faulkner, Kepner, and Bartlett in their text suggest 67 exercises calling for tables, graphs, or charts. Here again, as in the case of map exercises, the students must often go to sources other than the text for their information. An example here is found on page 667, problem "e", which reads as follows: "Make a graph. How much did relief cost between 1933 and 1942? Consulting the World Almanac for 1942, index 'Relief Expenditures', make a bar graph to show total relief costs by years from 1932 to 1942."

Debate Exercises

One of the most important skills that the intelligent voter of our country should have is that of organizing his thoughts and then being able to fluently and effectively transmit this thinking to other voters through the medium of speech. However, it has come to the attention of many students and observers that this skill is seriously lacking among many of the students who leave our public high schools. Alan H. Monroe, chairman, Speech Section, Purdue University, reports the following:

The fact is, of course, that a great many of our children do not learn how to speak at all well. In 1930, the White House Conference on Child Health and Protection reported that in America one million school children between the ages of five and 18 were so defective in speech as to require remedial treatment and training.

.
Tests given to all freshmen entering Purdue University over the past ten years show that one out of every ten leaves the public-school system with a speech defect so noticeable as to interfere with easy understanding of his spoken thoughts.⁹

Of course the author is not suggesting that this situation can be entirely altered through the use of debate and roundtable discussion exercises, but he does believe that these activities would help the students overcome any slight speech defects they might have. Fur-

9. Alan H. Monroe, "Today's Need for Effective Speech," NEA Journal, XXXVI (January, 1947), p. 30.

thermore, the matter of organizing materials and presenting them in oral debate form helps also the student who has no noticeable speech defect. Hugo E. Hellman, director, School of Speech, Marquette University, points out that the early American leaders, Washington, Henry, Webster, Douglas, Lincoln, Clay, Calhoun, Beecher, Garfield, Beveridge, and others, all maintained that the debating societies to which they belonged were more instrumental in the factors contributing to their success than anything else.¹⁰

Study aides which suggest debates or roundtable discussions to the author's mind are most commendable. Here again it was found in analyzing the textbooks that all but one, Muzzey, included this type of exercise. Wirth in his text devotes an entire section to this type of exercise at the end of practically every chapter. The author found a total of 57 such exercises in this text. An example can be found on page 242, section II, problem 2, which reads as follows: "Resolved, that the authority of the Supreme Court as asserted by John Marshall has been beneficial in its effect on our government."

Canfield, Wilder, Paxson, Coulter, and Mead in their text have a total of 20 exercises of this nature. Here the debate questions are usually followed by definite references

10. Hugo E. Hellman, "Why Debating?" NEA Journal, XXXVI (March, 1947), pp. 188-189.

which can be used as source material for the arguments.

Faulkner, Kepner, and Bartlett's text contains only three exercises that call for debates. However, there are many exercises suggesting roundtable activity and a few asking for merely written briefs, which, of course, could be expanded into actual debates.

Outlining Exercises

Outlining text material is another study device that the individual pupil can engage in to better comprehend the printed data. R. G. Simpson¹¹ found in his study that outlining as a study procedure ranked above answering questions, evaluating, and summarizing. However, the writer found that the authors of the four textbooks under comparison made very sparing use of this study device. Wirth's text along with that of Muzzey contain no exercises of this nature.

Canfield, Wilder, Paxson, Coulter, and Mead's text contains only three exercises which call for outlines. Here as in the treatment of Faulkner, Kepner, and Bartlett's text summaries, which are very similar to outlines are included in the written report section.

11. R. G. Simpson, "The Effect of Specific Training on Ability to Read Historical Materials," Journal of Educational Research, XX (November, 1929), pp. 343-351.

Faulkner, Kepner, and Bartlett's text suggests the outlining study device only three times. In these few instances, however, are found rather lengthy problems. For example on page 159, problem 2, is found the following:

Outline carefully the summary of American expansion given in Woestemeyer and Gambrill, The Westward Movement, 137-148. After comparing this outline with the main points of Unit II in this text, make a list of the important points emphasized in the text but not mentioned in the summary of the other book.

Character Projection Problems

Another device for learning which often appeals to students of the high school age group is that of "Character Projection" problems.- Here the student is asked to imagine himself an actor in previous history or at least to be a contemporary observer of past history. To actually do this with effectiveness requires a good deal of research on the part of the student and close supervision and guidance on the part of the instructor. Through its use the student of course gains a deeper insight into the "why" of past historical action. All of the texts under comparison, except Muzzey's, contained such exercises.

Wirth's text contains 53 exercises suggesting activities of this nature. Two examples from his text will be given to illustrate what is meant by this type of problem. The first is found on page 444, section II, problem 2, which reads as follows: "Write a short story based upon

the sweatshop industries." The second is found on page 418, section II, problem 4, which reads:

Imagine that you were a member of a prominent Southern family and an officer in the War between the States. Describe the problems that confronted you between the years 1865 and 1876, and tell how you met them.

Canfield, Wilder, Paxson, Coulter, and Mead's text contained 50 such exercises. Here all types of imaginative exercises were used. On page 697, problem 7, appears an exercise which the author feels is very worthwhile. It reads as follows: "Imagine yourself to be an official in the state department. Write a memorandum to the President advising him on the future policy of the United States toward its neighbors to the south."

Faulkner, Kepner, and Bartlett's text suggested only seven exercises of an imaginative character. This text also uses all types of activities. Such things as short stories, editorials, interviews, speeches, etc., are employed.

Reports - Written and Oral

As has previously been stated it is impossible for all of the essentially worthwhile information concerning American history to be confined within the covers of one textbook. Also it is impossible for each student to do all the supplementary reading that can be used in a history course. Therefore it is almost essential to have the

students do outside readings and investigation and then to report their findings preferably in oral form to the class or at least in written form to the instructor. Both the individual student and the other members of the class benefit from this type of activity. The author found that all of the four texts under study suggest such exercises.

In Wirth's text there is a total of 222 such exercises. They include both oral and written reports. One example can be found on page 418, section III, problem 4, which reads as follows: "By reference to an advanced book on American history, prepare an oral report on the activities of the Freedman's Bureau and the KU KLUX KLAN."

Muzzey's text contains 139 exercises suggesting oral or written reports. These are found in the study aides at the end of practically each chapter in a section entitled "Topics for Reports."

In Canfield, Wilder, Paxson, Coulter, and Mead's text the author found a total of 105 such exercises. These reports are very similar in nature to those found in Wirth's and Muzzey's texts.

Faulkner, Kepner, and Bartlett's text contains 175 report exercises. Here there is nothing to distinguish them in form from those found in the other three texts except that included in the problem exercise are readings' lists to which the student can go for pertinent source material. A good example of this is to be found on page

303, problem 9, which reads as follows:

Floor Talk. Deliver a floor talk on the topic 'Why We Needed to Put the Brakes on Big Business.' For information, consult Forman, Rise of American Commerce and Industry, 289-93, 400-07; or Buck, The Agrarian Crusade, chap. iv; Moody, The Railroad Builders, chap. xii; or Sullivan, Our Times, II, chaps. 17, 27; or Gould, Windows on the World, chap. ii.

Additional Readings Lists

Most textbooks of a narrative character contain bibliographies and additional reading lists. This of course aids the reader and student to go directly to the sources to substantiate what he finds in the text or to supplement the text material with further information. The author found that all of the texts contained additional reading lists, but there was some difference on the part of the authors in their attitudes of how the material was to be used and the form in which they presented these lists.

In Wirth's text the writer found a total of 769 additional readings given. These were given at the end of each unit of study under the following titles: "General Accounts," "Biography," "Source Material," and "Fiction."

Muzzey's text contains 549 citations to outside reading. At the end of each chapter in this text is a section entitled "For Supplementary Reading" which contains references to material which has a direct connection to the material presented in that chapter. Then there is

also a further reading list given at the end of each unit of study. Muzzey makes this point in regard to the number of references found in his text:

The writer realizes that American history is not the only subject that students are taking in the upper years of their high-school course. The English, mathematics, science, and language assignments also have their claims on a student's time. Therefore this book is not burdened with a heavy list of references for outside reading and 'projects' of one sort or another, which the student could not possibly find time to accomplish. The text itself is the important thing. If the daily assignments are faithfully prepared and thoroughly mastered, the student will come to the end of the course with an understanding of American history suited to pupils of high school age.¹²

In Canfield, Wilder, Paxson, Coulter, and Mead's text the author found 1200 references to outside readings. At the end of each chapter in this text the reading lists are given under two headings. The first of these is "General Accounts", and the second is "Special Accounts." The first group lists chapter and page references as well as titles, while the second group merely lists the titles and authors. Then too, at the end of each unit of study a further list of readings is given. In defense of the large number of references given in this text its authors say:

We believe that the textbook should offer ways and means of deepening and broadening the pupil's grasp of the subject. To this end, certain study

12. Muzzey, A History Of Our Country, p. 31.

helps have been included. The bibliographies have purposely been made comprehensive, not with the idea that any single pupil can hope to read extensively from them, but rather to encourage boys and girls of varying interests and abilities, served by widely divergent library facilities, to supplement their text reading.¹³

Faulkner, Kepner, and Bartlett's text contained 272 references to outside reading. In this text there were no actual reading lists. Instead the references were included in the regular problems. In this text there is also found a list of films and pictorial aides which can be used to supplement the text material. This is included at the end of each chapter under a section entitled "Through The Eyes Of The Camera." The writer found 87 references made to such material. Also the author wishes to mention that this text contained 21 suggestions for class exhibits. This included the construction and display of such things as bulletin boards, scrap books, etc.

A summary table follows which will numerically show the amount of space given to the seven types of problems which can be used for individual or special pupil group activities.

13. Canfield and others, The United States In The Making, p. iv.

TABLE II

NUMERICAL SUMMARY OF INDIVIDUAL AND SPECIAL
PUPIL GROUP PROBLEMS

TYPE OF QUESTIONS OR PROBLEMS	Wirth	Muzzev	Canfield, Wildor, Paxson, Coulter, & Mead	Faulkner Kepner, & Bartlett
Map studies	52	4	19	45
Tables, graphs, and charts	44	-	51	67
Debates	57	-	20	3
Outlining	-	-	3	3
Character pro- jections	53	-	50	7
Reports	222	139	105	175
Additional readings	769	549	1200	272

PART THREE

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to compare qualitatively, quantitatively, and structurally four recent American history textbooks of the senior high school level with regards to their study aides and suggestions. As a result of this comparison the writer of this thesis wishes to make the following conclusions:

1. The authors of the textbooks under study all consider study helps to be an essential part of an American history textbook. However, they are at variance in their ideas of how many of each type to include. Muzzey feels that the textbook itself is the important thing while Wirth goes all out in the number of aides in an attempt to fit his problems into the varying interests, abilities and resources of the students using his text. The authors of the other two texts do not definitely go on record in regard to this matter, but their texts seem to indicate that they are somewhere between Wirth and Muzzey.

2. Qualitatively, the author could find little to distinguish the suggested study aides, guides and activities in the various texts studied. However, to the author's mind, Canfield, Wilder, Paxson, Coulter, and Mead's text has the best balanced type of study aides. In regard to general classroom problems it has more exercises which call for

thought on the part of the students, and likewise the project suggestions are well suited to students of the senior high school level.

3. In regard to placement of the study aides and suggestions all of the texts followed the same rule of placing them at the end of each chapter. The one noted exception to this was the use of pre-chapter study questions employed by Canfield, Wilder, Paxson, Coulter, and Mead. However, here, too, the bulk of the study aides appeared at the end of their chapters.

4. All four of the texts used unit previews except Faulkner, Kepner, and Bartlett's text which used pre-unit pictures and chapter previews.

5. Much emphasis has been placed in all four of the texts on problems which call for little more than actual listing of information presented in the respective texts.

6. Very little emphasis has been given to questions which call for thought on the part of the students in their classroom discussions.

7. Outside of reference material, more space is given to reports, written and oral, than to any other type of problem in those used for individual and special pupil group activity.

8. Outlining, as a study device, is practically

ignored in these four texts. Two texts did not use it at all, and the other two used it only three times respectively.

The author would like to make the following recommendations and suggestions:

1. More emphasis should be placed on thought questions. Mere memorization of factual data has little value, but the actual application of this data in thought questions would do much toward helping the student to realize the objectives of a course in American history as outlined in Part I of this study.

2. A comparison of the four textbooks studied in regard to vocabulary, readability, and emphasis given to time periods, and topics would do much to establish the general relative worth of these texts.

3. Another research problem which has occurred to the author, in regards to establishing the relative worth of these four texts, is that of giving established and accepted final examinations to four controlled groups which had used these texts respectively along with the study aides suggested in each.

4. The last recommendation which the author would like to make is that of another research project. It came to his attention in a letter which he received from one representative of a publishing house. This represent-

ative suggested that there was a definite connection between the philosophy of the people of the different sections of our country and the American history textbook they have been adopting. Hence, the author feels that it would be an interesting and worthwhile study to analyze the four books used in this study and their content with the general philosophies of the people in which areas the respective books were or were not accepted for use in the public schools.

TABLE III

REPRESENTATIVE PLACES USING NIRTH'S

THE DEVELOPMENT OF AMERICA

ARKANSAS

Little Rock
Texarkana

CALIFORNIA

Fresno
Long Beach
Los Angeles
Oakland
Richmond
San Diego
San Jose
San Francisco

COLORADO

Fort Collins
Grand Junction

CONNECTICUT

Meriden
Newark
Waterbury
West Hartford

DELAWARE

Claymont
Dover
Harrington
Milford

DISTRICT OF COLUMBIA

Washington

HAWAII

Honolulu

ILLINOIS

Alton
Aurora
Charleston
Chicago
Evanston

APPENDIX

Calestburg
Quincy
Peoria
Rockford
Urbana

INDIANA

State Adoption

IOWA

Des Moines
Fort Dodge
Hawkey City
Sioux City

KANSAS

Auburn
South Portland

MARYLAND

Annapolis
Baltimore

Quiberland
Raguetown

MASSACHUSETTS

Springfield
Worcester
Fall River
Quincy

MICHIGAN

Dearborn
Flint
Kalamazoo
Saginaw

MINNESOTA

Minneapolis
St. Paul
Virginia

MISSISSIPPI

Cleveland
Yakoo City

MISSOURI

Carthage
Columbia
Independence
Kansas City
St. Louis

TABLE III

REPRESENTATIVE PLACES USING WIRTH'S

THE DEVELOPMENT OF AMERICA

ARKANSAS	HAWAII	Cumberland Hagerstown
Little Rock Texarkana	Honolulu	MASSACHUSETTS
CALIFORNIA	ILLINOIS	Springfield Worcester Fall River Quincy
Fresno	Alton	MICHIGAN
Long Beach	Aurora	Dearborn
Los Angeles	Charleston	Flint
Oakland	Chicago	Kalamazoo
Richmond	Elgin	Saginaw
San Diego	Freeport	MINNESOTA
San Jose	Galesburg	Hibbing
San Francisco	Quincy	Mankato
COLORADO	Peoria	Minneapolis
Fort Collins	Rockford	Rochester
Grand Junction	Urbana	St. Paul
CONNECTICUT	INDIANA	Virginia
Meriden	State Adoption	MISSISSIPPI
Norwalk	IOWA	Cleveland
Waterbury	Des Moines	Yazoo City
West Hartford	Fort Dodge	MISSOURI
DELAWARE	Mason City	Carthage
Claymont	Sioux City	Columbia
Dover	MAINE	Independence
Harrington	Auburn	Kansas City
Milford	South Portland	St. Louis
DISTRICT OF COLUMBIA	MARYLAND	
Washington	Annapolis	
	Baltimore	

TABLE III (Continued)

Springfield St. Joseph	NORTH CAROLINA	SOUTH CAROLINA
MONTANA	Charlotte	State Adoption
Great Falls	Greensboro	TEXAS
Missoula	Winston-Salem	State Adoption
NEBRASKA	NORTH DAKOTA	UTAH
State Normal at Chalron	Bismarck	State Adoption
Lincoln	Fargo	
Omaha	Minot	
Scotts Bluff	OHIO	VIRGINIA
NEW HAMPSHIRE	Ashland	State Adoption
Dover	Alliance	WASHINGTON
Portsmouth	Columbus	Everett
NEW JERSEY	Cleveland	Seattle
East Orange	Dayton	Yakima
Newark	Findlay	WISCONSIN
Peterson	Portsmouth	Beloit
Woodbridge	Springfield	Delafield
NEW MEXICO	Sandusky	Fond dul Lac
State Adoption	Toledo	Green Bay
	Wooster	La Crosse
	Xenia	Oshkosh
	OKLAHOMA	Tacine
	State Adoption	Wausau
NEW YORK	PENNSYLVANIA	WEST VIRGINIA
Albany	Allentown	Princeton
Amsterdam	Altoona	Petersburg
Buffalo	Harrisburg	Huntington
Elmira	Johnstown	Keyser
Ithaca	Philadelphia	
Lockport	Reading	
New York City	Scranton	WYOMING
Poughkeepsie	Washington	Cheyenne
Rochester	Wilkes-Barre	
Schenectady	RHODE ISLAND	
Troy	Providence	
	Moses Brown Sch.	

TABLE IV

REPRESENTATIVE PLACES USING MUZZEY'S

A HISTORY OF OUR COUNTRY

ALABAMA	DISTRICT OF COLUMBIA	LOUISIANA
Montgomery	Washington	Multiple list
Tuscaloosa		
ARIZONA	GEORGIA	MAINE
Tucson	Atlanta	Banfor
	IDAHO	Biddeford
ARKANSAS	Nampa	Portland
Eldorado	Twin Falls	Waterville
Little Rock		
Texarkana	ILLINOIS	MARYLAND
	Belleville	Baltimore
CALIFORNIA	Cairo	Hagerstown
Alameda	Canton	
Bakersfield	Champaign	MASSACHUSETTS
Beverly Hills	Chicago	Boston
Fresno	Danville	Cambridge
Nonrovia	E. St. Louis	Fall River
Monterey	Evanston	Gloucester
Pomona	Rockford	Haverhill
San Bernadino	Springfield	Holyoke
		Lowell
COLORADO	IOWA	Medford
Boulder	Burlington	Lynn
Pueblo	Cedar Rapids	Newburyport
	Centerville	Quincy
CONNECTICUT	Clinton	Springfield
Ansonis	Oskaloos	Watertown
Bridgeport	Sioux City	
Hartford	Waterloo	
Middletown	KENTUCKY	MICHIGAN
New Haven	Fort Thomas	Ann Arbor
New London	Owensboro	Battlecreek
Stamford	Paducah	Detroit
		Grand Rapids
		River Rouge
		Ypsilanti

TABLE IV (Continued)

MINNESOTA	NEW YORK	New Castle
Albert Lea	Binghamton	Norristown
Brainerd	Buffalo	Philadelphia
Hibbing	New Rochelle	Pittsburg
Red Wing	New York City	Reading
	Poughkeepsie	Uniontown
MISSOURI	Syracuse	Williamsport
	Utica	New Port
Hannibal	Yonkers	
Joplin		RHODE ISLAND
St. Louis	NORTH CAROLINA	Providence
Springfield	Durham	Westerly
University City	Thomasville	
MONTANA		SOUTH DAKOTA
Butte	NORTH DAKOTA	Lead
	Dickinson	Rapid City
NEBRASKA	Jamestown	
Hastings		VIRGINIA
Lincoln	OHIO	Roanoke
Omaha	Alliance	
Sidney	Cambridge	VERMONT
	Canton	Middlebury
NEVADA	Cincinnati	
	Cleveland	WASHINGTON
Reno	Martins Ferry	Bremerton
Roswell	Zanesville	Tocoma
NEW HAMPSHIRE	OREGON	WEST VIRGINIA
Keene	Salem	Clarksburg
Manchester		Huntington
Newport	PENNSYLVANIA	Wheeling
Asbury Park	Bethlehem	
	Carnegie	WISCONSIN
NEW JERSEY	Coaldale	Ashland
Atlantic City	Duquesne	Milwaukee
Dover	Harrisburg	Watertown
Hoboken	Johnstown	
Jersey City	Lansford	
	McKeesport	WYOMING
		Casper
		Cheyenne

TABLE V

REPRESENTATIVE PLACES USING
CANFIELD, WILDER, COULTER, PAXSON & MEAD'S
THE UNITED STATES IN THE MAKING

ALABAMA	CONNECTICUT	Chapin
Mobile	Meriden	Cumberland
Selma	New London	Danbury
ARIZONA	Norwich	East Waterloo
Douglas	Stamford	Ladora
Superior	Waterbury	Macedonia
	Watertown	Marshalltown
ARKANSAS	DELAWARE	Newhall
DeQueen	State Board of	New Market
Manila	Education	New Providence
	Wilmington	Norway
CALIFORNIA	DISTRICT OF COLUMBIA	Ogden
Brawley	Washington	Otranto
Burbank	IDAHO	Panora
Danville	Aberdeen	Riverton
Glendale	ILLINOIS	St. Charles
Los Angeles	Aurora	Toledo
Marysville	Belvidere	KANSAS
Oakland	Bloomington	State Adoption
Pacific Grove	Carbondale	KENTUCKY
Palo Alto	Chicago	Bowling Green
Salinas	Humboldt	Georgetown
South Pasadena	Litchfield	Greenville
Taft	Moline	Lexington
Watsonville	Oregon	MAINE
COLORADO	Riverside	Augusta
Bennett	Trenton	MARYLAND
Boulder	IOWA	Baltimore
Denver	Aurora	Frederick Co.
Johnstown		Montgomery Co.
La Junta		Prince George Co.
Monte Vista		
Salida		

TABLE V (Continued)

MASSACHUSETTS

Boston
Melrose
Springfield
Ware

MICHIGAN

Adrian
Alma
Birmingham
Chelsea
Dearborn
Grand Haven
Houghton
Kalamazoo
Lansing
Marshall
Rockford

MINNESOTA

Becker
Farmington
Minneapolis
Rush City

MISSISSIPPI

Grenada

MISSOURI

Ashland
Campbell
Cape Girardeau
Charleston
Ferguson
Houston
Springfield
Waverly

NEBRASKA

Ashland
Fremont

Scottsbluff
York

NEW HAMPSHIRE

Claremont
Tilton

NEW JERSEY

Bordentown Mil. Inst.
Clementon
Dover
Flemington
Gloucester City
Hackensack
Jersey City
Linden
Morristown
Newark
New Brunswick
North Plainfield
Ocean City
Princeton
Salem
Trenton
Woodstown

NEW MEXICO

Multiple list

NEW YORK

Bedford Hills
Belfast
Cortland
Fredonia
Freeport
Hempstead
Kingston
Montrose
Mount Vernon
New Rochelle
New York City
Oswego
Peekskill

Port Chester
Rochester
Schenectady
Syracuse
Towanda
Troy
Westfield
Yonkers

NORTH DAKOTA

Fargo

OHIO

Ashley
Bryan
Fremont
Lockland
Mason
Nelsonville
Sandusky
South Akron
Toronto
West Carrollton

OREGON

Freewater
Milton

PENNSYLVANIA

Aliquippa
Altoona
Bloomsburg
Claridge
Coopersburg
Dickson City
Easton
Franklin
Grove City
Hanover
Kingston
Lebanon
Northampton
Overbrook

TABLE V (Continued)

Philadelphia	WISCONSIN
Pittsburgh	Amery
Scottdale	Boscobel
Wayne	Burlington
York	Bowler
SOUTH CAROLINA	Clear Lake
Columbia	Hixton
SOUTH DAKOTA	Laona
Burke	Madison
Lead	Mondovi
UTAH	Oconto
Adopted co-basally	Plainfield
	Sparta
	Spring Valley
	Waukesha
	Wittenberg
VERMONT	WYOMING
Alburgh	Casper
Middlebury	Douglas
Newport	Powell
Vermont Academy	Worland
	Yoder
VIRGINIA	
Newport News	
WASHINGTON	
Mt. Vernon	
Rosalia	
Sharon	
Valley Ford	
WEST VIRGINIA	
East Bank	

TABLE VI

STRUCTURAL COMPARISON OF THE TEXTS USED IN THIS STUDY

UNIT	TEXT	UNIT TITLE	NO. OF PAGES
ONE	A	FROM THE OLD WORLD TO THE NEW	42
	B	HOW OUR COUNTRY WAS DISCOVERED AND SETTLED	104
	C	ENGLAND BUILDS UP A MIGHTY EMPIRE ONLY TO SEE HER AMERICAN COLONIES SUCCESSFULLY REVOLT	152
	D	AMERICA, BLESSED BY NATURE, BECOMES THE CROSSROADS OF THE WORLD'S PEOPLES	45
TWO	A	THE BEGINNINGS OF THE AMERICAN PEOPLE AND INSTITUTIONS	82
	B	HOW OUR COUNTRY WON ITS INDEPENDENCE AND ESTABLISHED A NATIONAL GOVERNMENT	104
	C	THIRTEEN INDEPENDENT STATES BECOME A SINGLE DEMOCRATIC NATION	150
	D	AMERICANS CHOOSE A DEMOCRATIC GOVERNMENT	60
THREE	A	THE STRUGGLE FOR AMERICAN INDEPENDENCE	48
	B	HOW THE SECTIONS OF OUR COUNTRY BEGAN TO CONTEND FOR THEIR SPECIAL INTERESTS	102
	C	ECONOMIC LIFE, SOCIETY, AND CULTURE IN AMERICA UNDERGO SOME SIGNIFICANT CHANGES	46
	D	AMERICANS BACK THE FRONTIER	58

TABLE VI (Continued)

UNIT	TEXT	UNIT TITLE	NO. OF PAGES
FOUR	A	THE FOUNDING OF AMERICAN NATIONALITY	50
	B	HOW OUR UNION WAS ENLARGED, ENDANGERED, AND PERSERVED	112
	C	THE NATION EXPANDS, IS RENT BY CIVIL BUT IS FINALLY REUNITED	145
	D	AMERICA FOLLOWS THE AGRICULTURAL WAY OF LIFE	70
FIVE	A	THE DEVELOPMENT OF AMERICAN NATIONALISM AND DEMOCRACY	64
	B	HOW OUR REUNITED COUNTRY INCREASED IN NATIONAL WEALTH AND POWER	106
	C	THE UNITED STATES GROWS FROM A SMALL AGRICULTURAL COUNTRY INTO A GREAT INDUSTRIAL NATION	105
	D	THE INDUSTRIAL WAY OF LIFE GAINS THE UPPER HAND	108
SIX	A	THE WESTWARD MOVEMENT STIMULATES AMERICAN DEMOCRACY	50
	B	HOW OUR COUNTRY ACQUIRED DISTANT POSSESSIONS AND PUT DEMOCRATIC GOVERNMENT TO THE TEST	110
	C	THE SOCIAL AND CULTURAL OUTLOOK IN AMERICA CHANGES	41
	D	THE AMERICAN WORKER STRUGGLES FOR A SQUARE DEAL	36
SEVEN	A	THE SLAVERY CONTROVERSY	84
	B	HOW OUR COUNTRY WAS TRANSFORMED BY THE WORLD WAR	94

TABLE VI (Continued)

UNIT	TEXT	UNIT TITLE	NO. OF PAGES
	C	THE UNITED STATES ABANDONS A POLICY OF ISOLATION TO PLAY A LEADING ROLE IN WORLD AFFAIRS	125
	D	AMERICANS DEVELOP THE DEMOCRATIC WAY OF LIFE	122
EIGHT	A	THE INDUSTRIALIZATION OF THE U. S.	100
	B	HOW OUR COUNTRY SOUGHT TO RETURN TO NORMALCY	92
	C	PARTIES AND POLITICAL LEADERS STRUGGLE FOR SUPREMACY	138
	D	AMERICANS SEEK A BETTER LIFE	58
NINE	A	HOW THE INDUSTRIAL REVOLUTION CHANGED TRANSPORTATION AND COMMUNICATION	52
	B	HOW OUR COUNTRY EMBARKED ON A NEW COURSE	76
	D	AMERICA FINDS THAT SHE CAN NO LONGER LIVE ALONE	106
TEN	A	THE DEVELOPMENT OF OUR INTERNATIONAL RELATIONS	76
	D	AMERICA FACES THE PROBLEM OF PUTTING HER HOUSE IN ORDER	73
ELEVEN	A	AMERICAN LIFE AND CULTURE IN THE NINETEENTH AND TWENTIETH CENTURIES	56
TWELVE	A	OUR POLITICAL HISTORY SINCE 1868	66

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